

**THE DEVELOPMENT OF A FRAMEWORK FOR THE STUDY OF
SOCIAL STUDIES CURRICULUM IN THE PHILIPPINES: A
HISTORICAL-DESCRIPTIVE APPROACH**

A DISSERTATION

**Submitted in Partial Fulfillment of the Requirements for the Doctoral Degree
in Social Studies Education**



By

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**PROGRAM STUDI PENDIDIKAN ILMU PENGETAHUAN SOSIAL
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2019**

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Sebuah Disertasi yang diajukan untuk memenuhi salah satu syarat memperoleh
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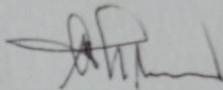
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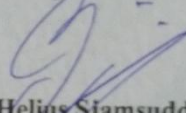
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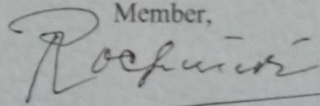
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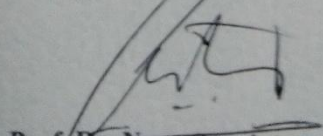
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DECLARATION FORM

I hereby declare that the doctoral thesis with the title THE DEVELOPMENT OF A FRAMEWORK FOR THE STUDY OF SOCIAL STUDIES CURRICULUM IN THE PHILIPPINES: A HISTORICAL-DESCRIPTIVE APPROACH, which is being submitted in partial fulfillment of the requirements for the degree of Doctor in Social Studies Education under the guidance of Prof. Dr. Said Hamid Hasan, M.A., is an original work authored by the undersigned.

I guarantee that I am the author of this study and any assistance I received in preparation and submission of this work is fully acknowledged and disclosed.

Bandung, September 20109

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ABSTRACT

Nikolee Marie A. Serafico-Reyes (1608398). THE DEVELOPMENT OF A FRAMEWORK FOR THE STUDY OF SOCIAL STUDIES CURRICULUM IN THE PHILIPPINES: A HISTORICAL-DESCRIPTIVE APPROACH

This study is about the Social Studies Curriculum in the Philippines using a historical lens. The study employed a historical-descriptive approach to develop a framework to better understand the evolution, essence, and content of the social studies curriculum in Philippine context. The aim of the study is to create a framework for the study of Social Studies Curriculum in the Philippines, which happen to be absent or lacking in the curriculum studies of the country. It also aims to provide a summary of the changes and ideologies propagated in each reform and change in the Social Studies Curriculum of the Philippines. The use of primary and secondary resources was employed in the gathering of pertinent data relative to the Social Studies Curriculum in the Philippines. By using the refraction as a tool for analysis (Goodson and Rudd, 2014), the study of Social Studies Curriculum in the Philippines was divided into four (4) key historical turning points namely: (1) 1900-1940- The Genesis of Philippine Social Studies Curriculum; (2) 1946-1973- Community Life and Nationalistic Social Studies Curriculum; (3) 1973-1982 – Social Studies as the Forerunner of the *Bagong Lipunan* (New Society); and (4) 1982-present- Decentralization and Decongestion of Social Studies Curriculum; Standards and Outcome-Based Social Studies Curriculum. Given these four key historical periods in the study of Social Studies Curriculum, three (3) macro-factors were identified to be perennial in the analysis of the curriculum development and reform. These factors were: (1) politics; (2) prevalent curriculum theory and/or pedagogical philosophy; and (3) social ideology. By combining these constituent aspects and historical periods, a framework for studying Social Studies Curriculum in the Philippines is generated.

Keywords: social studies, framework, historical-descriptive approach, Philippines

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